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ABSTRACT

This handbook was developed to guide participants in the Student Literacy Corps (SLC), a federal program in which college students participate in literacy education. Written by people involved in the movement, it is organized in four chapters. The first chapter defines why student leadership is essential, using theoretical and practical justifications for involving students in program leadership. Chapter 2 describes four essential components of student leadership: student initiative; support from faculty, administrators, community members, and others; building structures to develop new leadership among young students; and the "backwards" nature of student leadership. Chapter 3 documents specific areas in SLC programs in which students have been and will continue to be effective leaders. The final chapter describes problems and pitfalls associated with student leadership. Appendixes list contact information for campuses and details the history of the Student Coalition for Action in Literacy Education (SCALE). (KC)

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ED 361 482

Mobilizing Student Leaders in Literacy:

Unlocking the Power of Student Potential

A Resource Book for Grantees of the Federal Student Literacy Corps

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September 1992

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THE EMERGENCE OF STUDENT LEADERSHIP IN LITERACY

Over the past decade, college students have been forming community service coalitions to address the various social problems our nation faces. The results of these coalitions are outstanding; and an entire age group of activists is now working in social service movements. With the rise of student activism in social issues and with the introduction of the Student Literacy Corps, a federal program of the U. S. Department of Education, students have become a growing force in literacy education. Through bridging the gap which exists between many campuses and their surrounding communities, college students help to improve the lives of individuals in their community. In addition, college students benefit directly from the work they do, as both tutor and student learn together in an atmosphere of mutual respect.

This handbook is written in response to the growth of student literacy efforts through the Student Literacy Corps (SLC). It was developed using the resources and expertise of the Student Coalition for Action in Literacy Education (SCALE), a national network of college students, administrators, and faculty members committed to increased literacy in the United States (see Appendix B for History of SCALE). Among other objectives, SCALE's mission is to "increase leadership opportunities for college students and new readers." Given its mission, SCALE is a logical organization to develop this Handbook. Nonetheless, the document you see would not have been possible without the input of many college students, faculty members, college and university administrators, and community members. Individuals from each of these peer groups have come together with a common vision - the Student Literacy Corps is an excellent opportunity to cultivate new leadership for literacy education. We hold the common belief that if the Student Literacy Corps is to be effective on a local, regional, and national level, college students must be a part of the agenda-setting and direction of the Corps.

This Handbook is a collective work, and it has a collective audience. We write it to share our perceptions and experiences with other college students, faculty members, college and university administrators, and community members who are involved with the Student Literacy Corps. It is meant to provide tools, ideas, and examples to help you build a program in which college students are involved in critical, decision-making roles. For college students, the Handbook should support you as you find and develop leadership roles for yourselves within the SLC. In addition, it is designed to show students that many of their peers have taken on leadership roles and been successful. For administrators/faculty, the Handbook is written to support you as you motivate students to take on leadership positions. It should provide encouragement and examples of roles you can take as you share responsibility for decisions with your students and support their creative initiatives. For community members, this Handbook will show how your voice, especially that of learners and adult new readers, is essential in guiding both leaders and volunteers as they make important decisions about SLC programs.

The need for the Handbook has grown as the Student Literacy Corps has developed. Typical of the bureaucratic nature of federal grants programs, college students were left out of the equation in the early stages of the SLC.

Although the program has *student* in its name, only a few people had considered how students could be involved in leadership roles in the creation, direction, and evolution of the Corps.

At a conference involving SLC grantees in the Spring of 1990, SCALE discovered that many faculty and staff had never previously considered involving students in program administration. They weren't sure if it was appropriate. At the November 1990 Technical Assistance Workshop in Colorado Springs, there were only 5 students out of more than 500 conference attenders. The students there expressed natural concern about the low level of student participation. They felt they had an important voice to be heard in local programs and within the Corps as a whole. "If the SLC is for *us*," they would ask, "why aren't *we* involved in charting its direction and future?" Between Fall and Spring of 1990-1, SCALE conducted an informal, voluntary survey of SLC grantees, discovering that only 10-20% of the sample of grantees had any formal student leadership in their programs. Many grantees seemed interested in exploring student leadership options but wanted to know some steps to take and tools to use.

More recently, at the Second SLC Technical Assistance Workshop in Dallas in November 1991, there seemed to be a great deal of interest among faculty, administrators, and students about how to make student leadership happen. A markedly higher student presence from the year before (40 instead of 5) made an impression on conference attenders and pointed to a real need for student leadership within the SLC locally and nationally. This Handbook is designed to start the dialogue about how to build a broader niche for students.

The development of student leadership within the SLC can have tremendous ramifications for the literacy field as a whole. Never before has there been such a need for new leaders in literacy. The current field of practitioners is doing a tremendous job; but their efforts will be enhanced and their effect magnified because of the support and partnerships of younger volunteers and practitioners who can learn from them, while contributing a fresh perspective and substantial new resources.

We see the Student Literacy Corps as an opportunity. With over 300 funded programs and the capacity for technical assistance, there are great possibilities for cultivating student leadership and developing a new generation of potential practitioners and advocates for literacy. Students will develop a passion for literacy work, not solely through direct service, but through becoming stakeholders in the design and administration of SLC programs and in the development of the Corps as a whole. By serving as leaders, students can see the bigger picture of literacy and how they can play a role in working for positive change in society. With this in mind, it is the development of leadership and the cultivation of students' passion for literacy that will produce long-term results in the end.

This Handbook has developed over time, as different audiences have expressed different needs. In the first Chapter, we will define why student leadership is essential, using theoretical and practical justifications for involving students in program leadership. In Chapter Two, we will describe four essential components of student leadership:

- Student initiative
- Support from faculty, administrators, community members, and others
- Building structures to develop new leadership among younger students
- The "backwards" nature of student leadership.

Chapter Three, "Student Leadership in Action," will document specific areas in SLC programs where students have been and will continue to be effective leaders. Finally, our Handbook will describe problems and pitfalls associated with student leadership.

Some people may choose to read this Handbook cover to cover. Others may decide to keep it on the shelf as a reference guide when challenging situations arise. For us, student leadership is an evolutionary process. Your ideas and thoughts about student leadership today may be very different than they will be tomorrow, as will be ours. As you see student leadership in your own situation, your definition of the word may change. Therefore, we hope you'll use this resource interactively. When your experiences differ from what we have shown, call or write us so that we can learn from them.In the meantime, may your interest in student leadership bring rewards to all of us: students, faculty/administrators and community members; who will continue to work together to bring new potential to our lives and to those with whom we work.

WHY STUDENT LEADERSHIP WITHIN SLC PROGRAMS?

Given that we believe the Student Literacy Corps is an opportunity to foster new leadership in literacy education, one might ask why student leadership is so essential within the Student Literacy Corps. Why within this federally funded program for institutions of higher education is it important for students to take on leadership roles? A common answer to this question exists among many enthusiastic coordinators who are advocates of student leadership. They all believe in empowering college students.

Empowerment is often seen in the context of adult new readers. It is used to describe the control new readers gain over their own lives when they develop their reading and writing skills. It is also used to explain one methodology of working with new readers, in which the new readers make decisions about *how* they improve the skills *they want* to improve. Hanna Arlene Fingeret, Executive Director of Literacy South, says it aptly:

> When literacy programs help students come to know, reflect upon and express their **own** meanings, we help students come into **their** power. Instrumental power - they can do new things. Personal power - those who have been poor and disenfranchised can begin to demand a new voice as citizens.[1]

[1] Fingeret, Hanna. "Let us gather blossoms under fire...." Presented at "Literacy for a Global Economy: A Multicultural Perspective," El Paso, Texas, Feb. 21, 1990, p.6.

In the same way, college students who enter leadership roles gain new skills and a new self awareness, because leadership development is fundamentally about people gaining and developing power in their world. When students are given new opportunities to have power in making decisions about programs for themselves and their peers, it's a transformative process. The best way to show you what we're talking about is to give an example:

- Laney Higgerson is a graduating senior at the **University of Vermont**. In the Summer of 1990, SCALE received many calls from her, in which she described a literacy effort that she was working to set up. Over time, this effort, under Laney's leadership, developed into a viable literacy program in the Burlington community. Recently, she called regarding a job opening with SCALE. She sounded very eager and excited about the possibility of continuing in the vein of community service and literacy work.

Laney's life and career goals had been transformed in some way, but how? How was it that Laney decided to devote a portion of her life to literacy? We would argue forcefully that it wasn't just the service-learning experience that she gained at UVM that encouraged her to pursue social change work for a career. Instead, it was the leadership experience that she gained that transformed her and spurred her to continue. It was the opportunity to gain new power that she never even thought she had. By learning about the inner-workings of literacy in Vermont and the need for substantive change, she could see more than just the

problem. She could see broader, more systemic means of providing solutions to social problems. Not only that, she could see how she could be apart of those solutions.

The point is that leadership, by its very nature, is transformative. It is essential not only for the work that student leaders are able to produce in the form of volunteer recruitment, training, and retention; it provides a mechanism and a process for empowerment. Because it gives people who have often been left out of the equation, in this case college students, the opportunity to direct their own lives and projects, it affords them new perspectives on their potential. As they see themselves as more and more powerful, they begin to act that way; and eventually, everyone around them takes notice and treats them that way as well.

Student leadership is beneficial to faculty as well. The volunteer or part-time/paid work the SLC coordinator will receive from those students in leadership roles cannot be matched. No where else can a coordinator reap such benefits at such a low cost. The program will grow and will survive based on students' efforts, with the continuity and support of the coordinator. It's a win-win situation because both parties gain something in this collaborative effort.

We've put together a working list of reasons for college student leadership. We would appreciate your suggestions about what you've seen and whether you've experienced some of the same benefits. Here's our initial list with a few explanations:

1. **College students are better able to relate to their peers than faculty, staff, or community members.** They know the wants, needs, and hangouts of fellow students. This aids in communication between volunteers.

2. **Students have abundant energy for coordinating literacy efforts.** Because college students have fewer responsibilities than faculty and administrators, they can devote a greater amount of their undivided attention and energy towards the literacy corps.

3. **Students, either as volunteers or paid coordinators, are relatively inexpensive staff members of SLC programs.** Once institutionalized, literacy programs can be operated by the students involved; the faculty member instructing the literacy course can be the official supervisor, acting as a resource for the students. This mode of operation is much cheaper than hiring a staff who would be responsible for what many college students are already doing on their own.

4. **If students are involved in leadership, they have a more vested interest in the program and will therefore work harder to insure the success and continuation of the SLC.** When funding of SLC programs comes to an end and the life of the program is threatened, students may be the only ones who care enough about the longevity of the program to work for its survival. Students can advocate with the administration for the institutionalization of the literacy corps by speaking to administrators, petitioning students and faculty, and con-

ducting visible demonstrations. Given their vested interest in the program, students can explore these and other creative methods of showing the positive affects the literacy corps has had and how these benefits, unique to literacy corps programs, should continue to be available to future students.

5. **Since students leaders are volunteering, they are more in touch with the community and the volunteer experiences.** They can serve as a bridge between the faculty and the community. Compared to administrators and faculty members, students usually have a greater understanding of the community members' needs, allowing for their input to be heard.

6. **Leadership roles are valid academic experiences for student leaders.** Thoughts regarding academics and learning are frequently limited to the classroom. The SLC supports the idea that learning occurs outside of the classroom often in ways the classroom cannot serve. Unlike direct service, student leadership is a viable means for developing life skills. Organizational skills and confidence are requirements when acting as a leader. These are useful skills for students' futures, regardless of what field they pursue. Taking leadership in the SLC empowers students to take risks and to build confidence for their efforts now and in the future. This can directly benefit the student's participation in other academic classes and clubs.

7. **Leadership gives students a voice.**

> "It's amazing what students can do if they are give the chance. Student leadership in literacy can change students' lives and give them a new perspective on their careers."
> - Mike Pullin
> *Case Western Reserve University'92*

Since college students are volunteering in SLC programs, they have a right to have a voice in guiding their own programs. The literacy corps is not a traditional academic course. As such, it should have a nontraditional leadership structure that involves students at all levels. Since the SLC expects great things out of the students, course work and a 60 hour tutoring requirement, students should have a voice in shaping their experience.

8. **Student input broadens the perspective of the SLC leadership team.** Students have a different viewpoint since they are constantly in contact with new readers. In addition, their perspective as volunteers is vital to building a fully-informed literacy corps program.

ESSENTIAL COMPONENTS OF STUDENT LEADERSHIP

We've found many people interested in student leadership and in involving students in various areas of program administration. The questions these people often ask are: "How does it happen?" or "How can I as a faculty or administrator encourage students to take leadership in my SLC program?" or "How can I as a college student assert authority as a leader in my program?" Hopefully, this section will answer these questions, in addition to providing some first steps to take in beginning the process of involving students in leadership.

In thinking about how this happened for SCALE and for our peers, we've discovered four major components of student leadership that will allow you to see what's involved. They are:

1. Student initiative
2. Faculty, administrator, and community members' support and commitment
3. Developing new leadership among younger students (passing the "baton")
4. The "backwards" nature of student leadership.

We will devote the rest of this section to describing each component with examples.

1. Student Initiative.

Student leadership requires initiative by students to be effective. That doesn't mean that students have to initiate the process of assuming leadership, it just means that there must be a high level of initiative among students to be invested in parts of the program. Almost always, students are up to the challenge. If students are given the opportunity to see areas where they can lead programs, they will usually assume the responsibility. Here are some examples:

- At **Kansas University**, six students have developed Students Tutoring for Literacy (STL), an outgrowth of the KU-SLC Program. STL is run by the students with support from faculty members. The students approached faculty and discussed the idea of creating opportunities for students who aren't taking the course to volunteer. With the support of faculty, the students have developed STL into a group of over 50 students committed to increased literacy.

- At **Alcorn State University,** two students serve as coordinators for the SLC program. The students were asked by faculty members to participate in program administration and have made vital contributions to the volunteer aspects of the program.

- At **Old Dominion University**, John Lowe and Cindy Hughes were coordinators hired by faculty for the SLC program. They decided to

develop opportunities for students to tutor outside the course, resulting in the establishment of four new volunteer programs. The students were in paid positions and exerted initiative beyond the call of duty to make the SLC an even more student-led group. In addition, John and Cindy are SCALE Peer Consultants and on their own impetus conduct regional networking with other campuses and students in Virginia.

- At **UNC-Chapel Hill**, two Seniors showed the same initiative in developing **SCALE**. Through building campus contacts, a national Board of Directors, a funding base, and a program structure, students at UNC-CH have been successful in establishing the infrastructure for national coordination of campus volunteer literacy efforts.

Certainly the students of Kansas, Alcorn State, Old Dominion, and North Carolina are special, but they are not abnormal. In fact, what's happening on these campuses can happen almost anywhere; it's quite simple. In each case, the students were exposed to the issues and problems of illiteracy through the SLC course or some other medium. Once exposed, they were not constrained in any way from taking risks and pursuing the opportunity to enhance and develop their literacy programs. It takes time and patience, but it can work!

Idea in Action!

Some students decide to develop an independent, student-run program to meet the literacy needs in their community. This allows students the autonomy to work with many different community organizations, while involving students with varying levels of time commitment and resources. Here's an example:

- At the **University of Kansas**, students set up a parallel program for students to volunteer outside the course. This programs doesn't have the rigorous academic component that the course has; however, it provides an opportunity for students to be exposed to literacy issues in a direct way. In addition, the students provide meaningful literacy instruction. In the case of Students Tutoring for Literacy at KU, the students are the only one-to-one literacy provider in Lawrence, KS. These students serve over 50 teenagers and Adult High School students through one-to-one instruction. Training is providing by the students, in conjunction with faculty. The success of the KU students and the awareness they've raised has meshed with the interests of the city of Lawrence. Subsequently, the city established a commission on literacy to work more comprehensively on the issue.

2. *Support of faculty, administrators, community members, and others.*

The faculty and community play a critical role in leadership development. The best way to describe the kind of commitment needed is to use a quote from a new reader activist, Calvin Miles, a member of the Literacy Volunteers of New York City staff. According to Calvin:

> The organization got to let their students know that this is a partnership. The program has to make a decision, are we serious about students' involvement or are we just gonna use the word, are we just gonna talk about involvement? It's good to talk, looks good on paper. But you got to put it beyond being on paper, you know, prove and show that adult learners are just as much owner of this program as anybody else.[2]

The principles of commitment apply for college student leadership as well. Along with the commitment to student leadership comes a desire to let go of the reigns of power. After all, if student leadership development is fundamentally about students assuming new power, the power to make decisions in a program must be shared.

Faculty, administrators, community members, and others have a vital role in providing support, encouragement, and access to power. By directing their expertise and perspective towards student empowerment, they free up the energy of students to take programs to a new level.

[2] Madry, Lisa and Aleeza Strubel. "Learning Together: A Resource Workbook on Participatory Literacy Education." SCALE: Chapel Hill, NC, 1992, p. 12.

> "I'm so convinced that if we are to solve the enormous social problems that face our nation, we must give students the power to fail as they develop their leadership skills."
> - Jane Asche
> *Project Director, SLC at Virginia Tech*

Support of Faculty/Administrators

The faculty/administrator role in student leadership is crucial. Faculty/administrators must achieve the difficult balance between being supportive and being overbearing. They must be encouragers, friends, and advocates, not managers and directors. If faculty/administrators provide students with the freedom and support to create, fail, and succeed; the experience is sure to be fruitful for all involved. The initiative of students can be free to grow, as opposed to being stifled by outside direction, supervision, and restrictions. Because the faculty/administrator usually has a contractual responsibility for the success of the SLC program, this is not an easy process. Nonetheless, students are unable to be true leaders if they don't have the freedom to fail; because the opportunity to explore and create alternatives builds a higher potential for ultimate success. It's a difficult balance, but here are some examples of roles that faculty/administrators have played in successful student led efforts:

- At **Chatham College** in Pittsburgh, Jennifer Germany, the former SLC Program Director, took a more hands off role. She says that the corps

members involved in leadership have helped to make her more easy going. She monitored the students enough to know when to change and usually took her cues from them. The process of allowing students to gain more control has been gradual but has been rewarding for all involved. Of her role, Jennifer said, "as an administrator, you should never feel like you can't learn."

- Faculty at **Indiana University/ Purdue University at Indianapolis (IUPUI)** provide students with the space and flexibility to lead their SLC Program. According to Tracy Thompson, IUPUI '93, "My faculty advisor gives student leaders an office, a computer and makes them feel that they are an essential part of the corps. He sees the real value of a student-led program."

- At **Kansas University**, there are two faculty members involved with Students Tutoring for Literacy (STL). One is the teacher of the volunteer training course, the other is the project director for the SLC grant. They have been supportive in ways that the students have helped define. For example, the students designed a tutor-training workshop and asked the faculty members to assist in different areas of the training, such as teaching techniques and discussing the cycle of learned helplessness. The faculty made themselves available to the students and allowed the students the freedom to design the program. One could say that they were "experts on tap" as opposed to "experts on top."

- Students at **Merritt College/Peralta Community College District** in Oakland, CA work in various aspects of program development. The SLC course instructor, Ed Udell, provides his expertise to students through the volunteer training course but is more hands-off when it comes to program development. He provides the freedom for students to undertake projects that they initiate with his encouragement, while still providing his expertise on literacy and other areas mutually defined.

Support of Community Groups/New Readers

As students are taking more leadership responsibility in SLC Programs, it's important to seek the viewpoint of community members and new readers. Representatives of community agencies can help students with decisions that will affect the workings of the agencies. In this process, the input of new readers and other learners is an essential component of program development and evaluation. Feedback of learners' likes and dislikes are necessary and will only be received through direct input at all levels of decision-making.

We've found literacy to be a hard issue to map out, in terms of community involvement. There are so many kinds of organizations that are funded in a variety of ways. Here's a generic list of organizations that deal with literacy that may help as you seek community involvement and support:

- Public Schools (elementary, junior high, and high school)
- Head Start and other Day Care facilities
- Local volunteer literacy agency (Laubach, LVA, etc.)

- Adult Basic Education (ABE) provider
- Adult High School
- GED provider
- Community College
- Community-based organization
- Homeless Shelter/Halfway House
- Local United Way
- Welfare Agency
- And many others . . .

As you can see, the list is very broad. In addition to these groups, there is a growing number of New Reader Support Groups. These groups are often a part of local agencies, although sometimes they are separate. It would be important for the student leaders to seek their support as well. For the past seven years, new readers have been holding biennial Congresses in Washington, D. C. This past year, there were 3 new reader representatives from each of the 50 states. These new readers are now serving in volunteer roles to increase leadership among new readers. If you would like to find the new reader delegate nearest you who might be able to help with involving new readers in your program leadership, please call the SCALE office. We'll give you names and contact information. Here's an example of how community groups can be helpful:

- In the **CLASP Program at Cornell University**, student coordinators have access to representatives from Literacy Volunteers of Tompkins County, labor union officials, and new readers from the university workforce on a regular basis through steering committee meetings. In addition, these groups have input at all levels of decision-making, so that they can help shape the program and have opportunities to express concerns to the coordinators.

Support from other campus groups

One way for students to gain support for themselves in their efforts is to link with fellow students from other groups. Some groups to link with are:

- Student Government
- Black Student Union
- Fraternities/sororities
- Association of International Students
- Campus service groups like Alpha Phi Omega and Circle K
- Education clubs like the National Education Association
- And still others . . .

These groups can make vital contributions in terms of volunteers, funds, or expertise on program development and administration. In addition, they may be essential in building the support for a movement of students committed to literacy. Finally, there may be some volunteer groups already focused on some form of tutoring. If the student leaders in the SLC program can link with existing tutoring efforts, both groups can share resources, ideas, and information. This could be vital in anticipation of the end of SLC funding on campus. Here's an example of how a campus linked with other groups for recruiting:

- At **Dillard University**, program administrators asked the Student Body President to be involved in marketing the SLC program to students. She has since asked other campus leaders to be involved, including representatives from campus greek organizations, the black student union, and other groups. With such a coalition of student leaders, the program is now overflowing with volunteers from many sectors of the student body.

Idea in Action!

As you can see, it's important that students involve a variety of groups and individuals in decision-making for their SLC Programs. One way to keep faculty/administrators, community members, new readers, and other campus groups on tap is to involve them in an advisory committee. This doesn't have to be a formalized committee, just a working group that meets periodically so that student leaders can have access to expertise and opinions of vital stakeholders. In addition, it provides a checks and balances system so that no stakeholder has an overwhelming amount of influence in the program's development. Here's an example:

- Students in **Project Literacy at UNC-Chapel Hill** convene an advisory council monthly. This group involves representatives from three local literacy groups, a faculty member, the program's main administrator, the Director of the Physical Plant, and the Dean of Students. This supports student leaders by providing them with a larger think-tank of stakeholders who can work through critical decisions collectively.

3. Structure for Developing New Leadership Among Younger Students.

Issues of power-sharing don't stop with faculty/student relations. It's clear that power must be shared among students as well; and of all the critical elements of leadership development, this could be the most crucial. There seem to be three issues involved:

1. Since students are only in school for an average of four years, leadership needs to be developed early - when students are first year students or sophomores.

2. There's a delicate balance between student empowerment and overwhelming someone. We always err on the side of overwhelming someone because we never underestimate the capacity of students. You just have to find what feels comfortable among the students.

3. Finally, it's important to build some kind of structure for developing leadership - some kind of process to facilitate the power-sharing and power-transfer.

Some people will see the transient nature of students as the ultimate flaw of student leadership. The credibility of student efforts is often undermined because some people believe that student led efforts cannot be maintained over a long period of time. This is a fallacy! Students, as much as any other group, do an excellent job of self-regeneration and perpetuation if they are given the time to plan for

turnover. What about sororities and fraternities that have been around for a hundred years or more? Or service clubs? Or black students unions? Or student government associations? The common thread in all of these models is that there is some kind of structure for new leadership development. This can be done in a hierarchical manner through establishing titles and dividing tasks, or it can be done in a more fluid manner in which students work in teams and take mutual responsibility for projects. It only requires that students analyze areas of their own programs and develop roles for new volunteers in each area. Here are two examples:

- At **Kansas University**, "we have a student executive board of five students (student coordinators) which administers the program. Board members have served at least a year as tutors before becoming board members," says Matt Todd, STL President. One coordinator is responsible for outreach with community organizations, another is responsible for publicity and fundraising, and two additional students are responsible for training and education about literacy. Finally, Matt and Ron Mallon fill in gaps as Co-Presidents. This structure provides the opportunities for students to develop their own leadership capacity by owning different pieces of the program. In addition, it is flexible enough for students to be involved in various aspects of the program. In this way, younger students can develop leadership and learn about all aspects of STL so that they can take over when older leaders depart.

- Students in the Partnership for Literacy program at **Duke University** have been developing their leadership mechanism over the past year. Initially, the group had a traditional Executive Council consisting of a President, Vice President, Secretary, and Treasurer. Over the course of time, that structure was changed because the program's President, Anjali Kataria, didn't feel that there was enough involvement by her peers in leadership positions. In its newest form, Partnership for Literacy has working committees and groups that allow volunteers to choose the area of leadership and program development that they want. The current groups are Tutoring, Employee Policies (the program tutors service workers at Duke), Curriculum Development, and an Ad Hoc Committee dealing with the group's future. A thread in each group is reflection on the direct service experience and discussion of how each program area affects learners. According to Anjali, "it seemed to click when we let everyone do what they were really interested in, not just what seemed to advance the program goals." Pursuing the ideal of allowing college students to take leadership opportunities according to their interests helps to building lasting commitment by students to the Partnership program.

Even with the greatest leadership development mechanisms, there is a need for a creative way to preserve institutional memory. Since students leave after a short period of time, it is essential that students build a systematic

method of reporting to future leaders. In addition, institutional memory is a critical role for faculty, administrators, community members, new readers, and others to play in the development of the program. A University staff person can provide students with examples of what previous student leaders have done, so that students can plan roles for new volunteers in a way that is informed by past successes and failures.

Idea in Action!

Some student leaders have been involved in developing regional coalitions of students, faculty, and community groups that are committed to literacy. Building a regional coalition allows student leaders to get together with peer leaders on other campuses in order to share common experiences and support one another's work. One of SCALE's programs, the Peer Consulting Network, provides training and resources for students to conduct regional outreach. Students involved in the Network gain leadership and organizing skills as they make contacts and pull together representatives from other campuses. Here's an example:

- At **Cornell University**, Peer Consultants affiliated with SCALE organized a regional conference of SLC grantees and other campus representatives committed to literacy in upstate New York. Over 75 students, new readers, faculty/administrators, and community members attended the conference. The gathering allowed attenders to chart a course for how students could work together in upstate New York to address literacy. Afterwards, participants have been working on common agendas such as funding, training, and participatory literacy education.

4. The "Backwards" Nature of Student Leadership

Very few student leaders start off being "student leaders." They don't suddenly become leaders by naming themselves as such. Students usually come together around an issue and evolve into leaders as they work to solve problems. The knowledge they gain "in process" helps to build leadership skills for students. Here's an example:

- A little over a year ago, Henry Dominguez, a sophomore at the **University of St. Thomas** in Houston, decided to volunteer as a tutor in an Amnesty program for hispanic refugees who were trying to gain citizenship. Henry had become attached to some of the learners, when the city decided to cut the program because of budget constraints. Henry saw a need, because some 30 refugees were about to become stranded. At the same time, he was afraid. As Henry says, "When I came up with the idea, I felt fearful and confused because I wasn't sure if I would be able to take the risk." Henry took the risk! The LIFT program (Literacy Initiative for Today) is now a thriving organization that meets the needs of over 150 hispanic refugees in the Montrose area of Houston. Henry's odyssey in leadership had no direction or rules. He did what needed to be done - whether it was learn about training opportunities with the local literacy group or develop promotional literature. "Once I began to do this [student leadership], it completely changed my life," he says, "All my life, I felt like the one who followed.

> "Our administrators at Concord ask for student opinions, and their opinions matter. This gives students the confidence to be leaders. If you give students freedom and encouragement, they will actually believe they can do it."
> - Christina Massey
> *Concord College '94*

I proved to myself that I was capable of becoming a leader."

As you can see, Henry went through a process in order to become a leader. There was no prescription for preparing him for the things he would encounter. He was forced to gain the skills as he went along, otherwise over 30 adults would have been left without teachers. Since the process of realizing ones leadership potential and skills is backwards for students, so is the process for developing leadership skills. Training is important; however, many of the actual skills for getting the job done come from practice. It takes some faith, but students can gain the skills if they have the opportunities and support to act. That's why the SLC is an ideal leadership development program - students like Henry with vision and commitment can have the support and resources to make things happen in literacy.

STUDENT LEADERSHIP IN ACTION

Volunteering to serve is, in itself, the first act of student leadership in literacy programs. Ultimately, the most powerful leadership is the leadership of example. Examples of leadership are found in all aspects of literacy.

Fundamental, of course, is the leadership example in service to learners. Real leaders will inspire and guide their peers to higher levels of both skill and aspiration. But this is only the beginning of the opportunities for student leadership. There are no aspects of literacy programs, substantive or administrative, where student leadership is not appropriate and vital.

The best way to see the strengths of college student leadership in literacy programs is to examine programs that have involved college students in leadership. Rather than speak hypothetically about this issue, this section will provide descriptions of leadership roles in which college students have participated. At the end of the handbook are further information and contact data on each program.

There is strong evidence that programs are strengthened by student leadership. We will highlight some of the many areas where student leadership has been effective:

- recruiting volunteers
- matching volunteers and learners
- volunteer training
- volunteer support
- program logistics
- program refinement
- evaluation of volunteer experiences
    - at sites
    - SLC course
- linking SLC coordinator with:
    - volunteers
    - learners
    - learning sites
- creating new sites and programs
- program continuation beyond SLC funding
- fundraising and writing grant proposals
- liaison with other campus literacy programs.

Recruiting Volunteers.

College students can recruit new volunteers on their campus by visiting academic classes in which there is a connection to literacy (education, political science, or English classes), by holding question and answer sessions for prospective volunteers, postering the campus, sending students flyers advertising informational meetings and disseminating statistics regarding the national as well as regional literacy needs. Lastly, word of mouth is probably the most effective recruitment tool. This is where students play their most significant role in recruitement; they can encourage their friends and peers to serve like no one else can.

- Ruth Werstler from **North Park College**, in describing what college students did in their literacy program, said college students send new students questionnaires and information on the literacy program and call those students who show interest to invite them to training sessions.

- Cindy Hughes, a student at **Old Dominion University**, described speaking in classes on campus, sending out flyers and holding

informational meetings.

- **Dillard University** used the existing network of student leaders on campus as a recruiting mechanism. After the Student Body President at Dillard agreed to be involved with the program, the SLC was able to gain access to a wider audience of students as the Student Body President promoted the course through a variety of campus organizations.

Matching Volunteers and Learners.

The task of matching volunteers and learners is both complex and delicate. Student leaders have time to get to know individual volunteers and often have direct knowledge of learner characteristics in specific sites because of their experience as tutors. Therefore, many programs may find it advantageous for students to be involved in matching.

- At **Chatham College**, the original matching was done by the director. After six months, the daily matching was turned over to students. "As SLC members, we know all the students. We not only know the majors and general categories of tutors, we could match personalities," said Suzanne Sine, Chatham College '93.

- Colleen Burkard, a student at **Hillsborough Community College** conducts all of the learner assessment for the SLC program. In addition, she is a key trainer of tutors, and through the training and other interactions, she is able to get to know the tutors personally. Based upon schedules, applications for tutors, intake assessment of learners, and a little bit of good judgement, Colleen is able to match tutors and learners.

> "I look at collaborative efforts as best. I don't go for programs where someone else calls the shots - benevolence doesn't work. The learners, tutors, and program directors must all work together if they are to really succeed."
> - Ntando Zulu
> *Program Coordinator, Minneapolis YWCA*

Volunteer Training.

Some sites require volunteers to go through prescribed training. For other sites, college students can assist and in some instances organize and lead training sessions on their own campus. Student leaders help volunteers interpret theories and methods to make them effective in personalized or small group learning settings. They can share experiences and highlight specific contexts where different teaching and learning strategies become appropriate. Through anecdotal descriptions of shared experiences, student leaders help volunteers anticipate problems and opportunities to suggest alternatives in methods and materials. For example:

- **Kansas University** students developed their literacy training from "scratch." The students, who had been tutors previously, came together to discuss goals for the training based upon the tools that they

had needed when tutoring. Once the students had developed this "shopping list" of tools, they designated members of the group, along with faculty resource people to undertake different pieces. In this way, the training was more responsive to the needs of individual tutors, based upon prior experience.

- Aleeza Strubel, a student at **Cornell University**, has taken the initiative to construct a supplemental section of training which college students take in addition to the training they receive from a source outside the University. Aleeza explained that she created the supplement because she felt there were important areas the "formal" training did not cover. Aleeza took this initiative after speaking with peers in the SLC course who also felt the same elements were missing from the training.

- In the first year of their program, **Brevard Community College** used Literacy Volunteers of America's training in the fall term and training from the Center for Adult Learning (CAL) in the spring term. After that, they decided to develop a training team made up of individuals from LVA, CAL, the community and the campus. Their hope is that the college students who have been involved in the literacy program will be able to add their experiences to the training sessions, making training sessions more relevant and useful.

- The SLC Program at **Hobart and William Smith Colleges** devotes part of their training session to an informal discussion where experienced college students discuss areas of social interaction that could make learners uncomfortable. Issues such as dress, and topics of discussion are mentioned. As the relationship between the volunteer and learner matures, better understanding and appreciation of the other partner develops, greatly expanding the possible constructive topics for conversation. In the SLC course, volunteers role play, taking on both learner and volunteer roles. This prepares the volunteers to be more comfortable and to feel better prepared for a variety of situations they may come in contact with.

Volunteer Support.

High volunteer morale is crucial. When problems arise volunteers need timely support. They may need the opportunity to discuss their specific problems to gain perspective on the importance of the problem or understand the means of its resolution. They may need supplementary training or to be given access to training materials. Experienced volunteers can teach new volunteers what to expect from the learners they will be working with. Student leaders can provide immediate, extensive, and flexible support to fellow volunteers.

- Student coordinators at **Loyola University** in New Orleans support tutors as they enter tutoring environments. "Student leaders can teach other students to deal with real world problems, even 6th graders who openly aspire to be crack dealers. Put them in their place, but nicely," says Stacey Parrott, Loyola University '94.

- At **Fayetteville State University**, students who have tutored in the past help to prepare new students for what to expect when they serve. "Students with leadership experience can bring realism to their fellow tutors and help them anticipate what to expect in real life situations," says Natalie Tillman, FSU '93.

- Students at **Kansas University** monitor the progress of fellow tutors. "I observe tutors and grade them as they are tutoring adults. It is amazing how well I am accepted in that role, by both tutors and their adult students. They know I care and am understanding of their needs," says Rose Uy, Kansas University '94.

- At **Case Western Reserve University**, a student coordinator always accompanies tutors to the learning sites. After each day of tutoring, the coordinator facilitates a reflection discussion about the day's experiences. Students have the opportunity to ask questions or voice concerns about the program there.

Program Logistics.

Students have more time and energy to focus on the specifics of program logistics than faculty coordinators. The day-to-day problem shooting and logistical concerns are often handled by student coordinators. It is a "win-win" situation for students to assume such responsibilities. It is good training for students, enhancing their leadership experience, and useful to the SLC coordinator as well to be freed from day to day specific responsibilities.

> "When I let go and let other people do what interested them, I realized what leadership really was."
> - Anjali Kataria
> *Duke University '93*

- **North Park College** has a designated coordinator for each of their literacy programs. This coordinator is responsible for assuring that everyone gets where they are supposed to be as well as for other program management functions.

- At **Hillsborough Community College**, the majority of tutoring happens on site. For learners who can't get to HCC, Colleen Burkard and Melissa Smith, two HCC students, coordinate sending a tutor to one of three alternative sites in local agencies in the Tampa community. Through this process of on site and off site tutoring, Melissa and Colleen are responsible for the logistics of making sure that learning partners meet in an appropriate setting.

Program Refinement.

The student perspective is important to the design of SLC programs. Students in leadership roles can be alert to many opportunities for program improvement: in student training - the nature of the training process, components of training, or the timing and location of training; in relationships with the community, cooperating agencies, or sites; in volunteer recruitment and relations; and in generating new options and alternatives.

- A video was made by **Coffeeville Community College** students to help future volunteers. The video, which was the students' idea, documented a meeting they had at which they addressed concerns and discussed past experiences. This provided new volunteers with an idea of what to expect.

- The SLC Program at **Chatham College** has changed the focus of its training program thanks to the input of a student leader, Suzanne Sine, Chatham College '93. "When I started at the Corps, all orientation and training was geared to Education majors. I kept nudging the faculty and administrators to change the program to make it broader and more general for students with other majors," she said.

Evaluation of Volunteer Experiences.

The reward of a volunteer is the quality of the experience of service. Too often, a bureaucratic mentality overrides this essential reality, and volunteers are treated like "employees," with the expectations associated with employee work conditions.

At Sites

Student leaders are in a crucial position to keep everyone focused on the unique nature of volunteer service and constantly reevaluate what is expected of volunteers by the program, by sites, by learners and by the volunteers themselves. Volunteers have chosen to be there with the motivation for service, so a high quality of service is a goal for all concerned. This makes it especially important to monitor the quality of the experience, the quality of outcomes, and the level of satisfaction of all involved, and to quickly respond to concerns. This can be an ongoing responsibility of student leaders in addition to having responsibility for formal periodic evaluations.

- **North Park College** has college students in charge of monitoring sites. For each literacy program at North Park they have a student coordinator responsible for that site. This coordinator sends out questionnaires to the college students who participate at that site which are used to evaluate that particular site. The information gathered from these questionnaires is used in making future decisions regarding each individual site.

SLC Course

Since it has not been customary for faculty to accept a mutual responsibility for course design and improvement, it may be more difficult for student leaders to offer feedback and critiques of the SLC course. However, student leaders have much to offer to the development and evaluation of the SLC course. First, student coordinators can offer accurate and timely feedback from their fellow volunteers about their perceptions of training. Secondly, they are in the unique linking position of seeing most clearly the competing needs of different groups involved (more about this linking function later on in this chapter). And finally, they should have an instructional role in the course, if their participation is welcomed by the SLC course instructor. In the latter case, the "shoe is on the other foot" and the student leaders must be open to evaluation by the course instructor and the volunteers as well.

- **Cornell** students do an evaluation of their SLC course in addition to the regular course evaluations. They also have a college student teaching assistant, as well as several college students who have changed, added to, and improved their introductory literacy course. Changes have included supplements to the training sessions and new reading lists.

Linking Others with SLC Coordinator.

Volunteers

There is a student mentality, a rhythm of life, a generational perspective which student leaders can share and remind faculty coordinators to keep in mind. Effective student leadership carries with it a subtle change in the relationship between student leaders and the SLC faculty coordinator. Student leaders develop a louder, more authentic and responsible voice. They perform a vital service to the coordinator, making sure that the coordinator is aware of emerging and changing volunteer concerns. Equally, they serve the volunteers in giving them the confidence that their concerns will reach the SLC coordinator with credibility. Student leaders provide a formal channel through which student concerns will be heard.

- At **Brevard Community College**, Beatrice Gullespie, the coordinator, relies upon the "student literacy leaders," who are Brevard college students, to convey concerns other volunteers have back to her. The student leaders are students who have taken the corresponding SLC course and have decided to remain involved in doing literacy volunteer work.

Learners

Rarely will the SLC coordinator have a direct relationship with or direct access to learners. Student leaders can have continuing responsibility for direct delivery of services, and most, if not all, will have opportunity for direct interaction with learners in the course of site visits and general logistical support. This first hand experience can be most valuable to the SLC coordinator. The SLC coordinator can ask student leaders to survey learner situations and responses for program development, refinement and review.

- The SLC Program at **UMass/Boston** is in a unique situation in that many of the tutors are learners from the ESL program. These tutors have completed most of the ESL work and are now enrolled at UMass/Boston in the SLC course. This provides for a special link among the student leaders and their peer ESL students.

"You get the confidence to be a leader when you are given real responsibility. You learn to rise to the occasion. You have to expect student leaders to learn on the job, and mistakes are a necessary part of that process. Effective faculty sponsors provide student leaders with room to grow."
- Tracy Thompson
IUPUI '93

Learning Sites

In some programs paid or unpaid student leaders serve as formal learning site coordinators, with responsibilities ranging from the development of relationships with site personnel to the monitoring of program progress at each site. In other programs student leaders have more informal roles in site coordination and management. With more intensive student leadership, increased communication and site management becomes possible.

Creating New Sites and Programs.

Ideally the SLC program will continue to grow as it progresses, adding new sites and program components. Student leaders can play a key role in such expansion, having the pulse of potential new volunteers, networking with existing sites for the inclusion of new sites within existing agency relations, or developing relationships with new agencies and expanding the scope of the program.

- At **Brown University** a student leader has established a GED site for single mothers at the Catholic Independent Living Center. She is pursuing technical assistance from the Adult Academy, Brown's literacy program.

- In Geneva, NY, students started a program at Saint Peter's Church. An initial call was made from the Church to several organizations at **Hobart and William Smith**, looking for interested college students to volunteer at a children's weekly program. Student leaders organized a program to respond.

- At **Old Dominion University** John Lowe and Cindy Hughes, both student coordinators, have added four new program components to the initial juvenile offender target population. These new programs include ESL and school tutoring programs. Structurally, these new programs are recognized and receive modest financial support through the student government.

Program Continuation Beyond SLC Funding.

A fundamental principle of SLC programs is that they are non-renewable. This means that if the goals of the SLC are to be realized, provision must be made for the continuation of programs beyond the funding cycle. First, if students have been involved in leadership, they can develop a "will" for the SLC Program on campus. Students can mobilized themselves to join faculty in approaching their administrations about institutionalizing the SLC. Key college and university officials must visibly see a desire among students to have the course, if they are to justify the support to continue the program. Secondly, student leadership is a cost-effective means for the continuation of programs after SLC funding has been exhausted. If the SLC Coordinator has developed student leadership during the funding period, this leadership will be in place to ease the financial requirements for program continuation.

- At **Old Dominion University** co-SLC coordinators, Dr. Betty Yarborough and Dr. Dwight W. Allen have served in that role without compensation from the beginning. Three paid undergraduate student site coordinators are on the program staff who have taken full responsibility for the day to

day operation of the program. In addition, a graduate student, with part-time secretarial support, has responsibility for program evaluation and reporting. The coordinators teach the SLC course, with student assistance, and hold brief weekly consultative meetings to ensure continuing smooth program operation.

Fundraising and Writing Grant Proposals.

The voices of student leaders can be an effective fundraising tool. They are in a position to understand the needs of literacy programs, and to peak the interests of those who are stirred by student volunteerism. Their visible participation in the grant-seeking process can enhance the funding chances of most grant proposals. Students are often more knowledgeable than the coordinators about specific needs for the support of program sites, and frequently students have the most information about the success rates and the characteristics of learners. In general, funding agencies are likely to view student leadership positively when reviewing funding applications.

- **Southwest Missouri State University** has had fundraisers, run by college students, which have resulted in the creation of a library for the Parenting Skills Center. Their fundraisers have included bake sales and a book donation booth at the community fair. Money which is raised goes towards reading materials for new readers and course instructional materials.

- **Cornell University and Hobart and William Smith Colleges** have student leaders participating in the grant writing process. Students write program profiles, research funding sources, and edit sections of the grant that may have been written by the coordinator or other students.

Liaison with Other Campus Literacy Programs.

Often the SLC is one of several campus literacy initiatives. Sometimes all programs are under a common umbrella, but often they are not only independent but are competing to some degree for the same resources. Student leaders are in an excellent position to reduce or eliminate the destructive aspects of this competition, but more importantly, they can build a constructive network of opportunities for student volunteer service in literacy.

BARRIERS, PROBLEMS, AND PITFALLS TO STUDENT LEADERSHIP

Of course we believe that student leadership is a good thing; we wouldn't have written this book otherwise. However, we don't claim that student leadership is the solution to all problems. Nor do we see the development of student leadership as being without difficulty. There are many barriers, problems, and pitfalls. It's important if you enter the process of having more and better student leadership in your SLC program that you are aware of many of the obstacles you might face. Problems don't seem so great if we can see them coming!

We can't possibly anticipate all the barriers, problems, and pitfalls. Nor are the answers we provide to them complete or sufficient. The fact is that this is difficult work, and there are challenges ahead if you want student leadership. What will be most helpful to you is your commitment to the ideal of student empowerment. With this ideal in mind, the problems and pitfalls will be easier to overcome.

The problems with student leadership are ones we must struggle with collectively. So as you're reading, if you've encountered some of these barriers and you found a great way to overcome them, let us know! The following list is a start:

> "It was kind of scary being in such an important position when I least expected it. The more you learn about it, the less frightening it becomes."
> - Melissa Smith
> *Hillsborough Community College '95*

Student vacations. The reality is that students aren't on campus all year round. In addition, there is an inherent danger in matching learners, especially adult new readers, with people who can't commit a long period of time. This is made worse if the new reader is not aware of the transitory nature of his/her learning partner from the beginning. For most campuses, the initial solution has been to be up front with the learners and community agencies about the situation. The learner may choose to be matched with the student, and that is appropriate if he/she knows what to expect. Secondly, many campuses have been able to develop a substitute system with faculty and staff during the summer. In addition, there is a growing movement of team/small group tutoring in which college students partner with another student or community member as a team to allow for more continuity. Since the new readers are not forced to attach themselves to one partner, they don't experience the same loss when a team tutor leaves for a while. Finally, some campuses are discovering classroom structures with supplementary tutors to be an option for continuity.

Lack of trust in student leadership (judgment). Often times faculty and administrators will complain that students don't have enough experience to have good judgement in making decisions for the

SLC program. While this is true in some cases, it shouldn't be a barrier. What better place to develop the judgement and experience? When this is the case, faculty should serve to support the student by helping with decisions that deal with knowledge the student is gaining.

Lack of student self-confidence. As mentioned in the Essential Components Chapter above, student initiative is integral to good student leadership. This student initiative and self-confidence, if not present from the beginning, can be encouraged by a faculty or community member.

Being sufficiently aggressive. Because of the power dynamics in colleges and universities, students are sometimes timid about taking leadership. By serving as an advocate for student leadership, faculty and others can help make the campus a more inviting place to operate.

Lack of experience. Student leadership is a "backwards" process. What better way to gain the experience than to do the work? No doubt, this is a learning process for all involved!

Faculty need for control. See Faculty Role in Essential Components Chapter.

Lack of time. College students learn how to budget their time within their first year of college. Leadership positions can also become integrated into the students' classes, work or social schedules. College students can participate in literacy corps responsibilities as they would student government, clubs or other activities.

Lack of resources. Often students don't have the financial resources to commit significant amounts of time to student leadership. They may have to have a job in order to pay for school. Many campuses have responded to this by developing paid intern positions to coordinate SLC programs. Student stipends are fairly inexpensive, and sometimes these positions can be covered by work-study.

Decisions/Confusion about future roles/ majors/career. College students of all ages are faced with significant decisions almost every day. It takes some understanding, but it is important to allow room for these decisions and challenges.

Lack of persistence. It depends upon the person. Some students can be very persistent. It usually reflects the level of ownership and stake they have in the project.

Lack of networking skills. Just like experience, there's no better opportunity to develop these skills than on the job.

Lack of patience. The time-frame of community agencies, university administrations, and others is usually different than that of college students. Often students want to see results sooner than agencies and faculty can produce. There are two thoughts that may help. First, many students have been able to overcome their lack of patience by changing their perspective to see the long-term good. This means that students can see their work today as laying foundations for the future. For example, the student coordinators at Project Literacy at UNC-Chapel Hill didn't actually match students with UNC employees until eleven

months after they got started. Nonetheless, the students were satisfied because they saw their work in laying foundations as useful, as it was. Secondly, another simple way to deal with this is for students to become educated about the constraints of their agency partners and the administrators they deal with.

Leadership experience has unclear academic significance. It is clear that leadership experience has academic relevance; however, it is difficult to quantify exactly how much. The understanding of organizational dynamics and structures, the perception gained about the politics of social service, a better understanding of the funding structure and relatively low priority that literacy takes in national and regional agendas; to name a few; all represent valuable bodies of knowledge that students can gain.

Bureaucratic nature of universities. For most of us, the university system is not very "user friendly." This especially true for students who are not used to the bureaucratic machinery. It takes some getting used to, but it can be learned.

Competition with school work. The literacy program is important to students who feel ownership of it, and they will make time to ensure the life of the program. If faith is placed in college students and they are allowed to pursue their interests around the literacy corps, they will want to make sure it succeeds. As students have a sense of ownership of the literacy program, they will have a genuine interest in fulfilling their responsibilities to the literacy program. As with anyone else, matters of interest receive greater attention than other matters.

> "It was a great feeling to see the students get something out of this. I've learned so much about this, too!"
> - Colleen Burkard
> *Hillsborough Community College '94*

You may face other challenges and problems in your effort to implement student leadership in your SLC program. The SCALE office is always available for technical assistance. We can help you work through issues over the phone, link you with a regional Peer Consultant or someone else we know in your area who may be helpful, and we can do an on site consulting visit. The more you share with us, the better we'll be!

IT'S TIME FOR POWER-SHARING

So are we ready for our programs to become more of a "partnership"? Are we ready to share the power we own? Are we ready to get serious about student involvement? If your answer is "yes," there's hope. There's hope because it's time for a new kind of student leadership, a kind of leadership in which power is shared among faculty, students, administrators, and participants from the community. A kind of leadership in which differences are celebrated rather than resisted. A kind of leadership in which we all come to the table ready to learn and share.

This book wasn't written to give you all the answers or to write your chapter in the history of student leadership. You must do that. What we hope is that we've given you a starting point and shown you that other campuses have done this, too. Other campuses have taken risks and involved students in roles of power and leadership. Other faculty have trusted students enough to allow them to fail and succeed. Other students have passed the "baton" and shared their leadership with their peers. Other community members and new readers have come together to work with campuses and support student leadership in community issues.

As we move into a era when power-sharing is more commonplace, we'll get closer to the goal of positive social change. You see, it's only through student leadership that students fully understand what is broken in the system that needs to be changed, and even then, going from realizing the problems to acting on that realjzation is another problem unto itself. Nonetheless, as students gain opportunities to learn on a macro level through leadership what they participate in on a micro level as tutors, they can see the successes and failures of others who have been working for positive social change. This knowledge over time transcends into action that is informed and progressive. The important factor is that it takes time to implement true change. That's why it's important that students are brought into the leadership equation - they have more time, over the long haul, to implement new actions for change. Students that participate in leadership today learn lessons that keep them from spinning the same wheels that their predecessors spun before them. Less wheel-spinning means more positive motion. That's what we need!

So if you're ready and you want to take the risk, it's time to get started! If you're a faculty member, call together a group of students and share the ideas and examples in this book. If you're a student and you want to gain power in your program, approach your faculty from a position of strength. You have a lot to offer, as do they! If you're a community member and you want to have students involved in a literacy program you work with, call us. We probably have a campus contact in your area, and if we don't, we know how to find one.

As your student leadership develops, keep us informed of your progress. We hope this resource book will evolve for us as well, and we're always looking for examples. Also, we want to implement some further programs and trainings on student leadership in the Student Literacy Corps. We'd love to hear your ideas, and we hope you'll want to participate!

Appendix A:
Contact Information for Campuses Cited

SCALE has more detailed information on SLC programs with student leadership in our offices in North Carolina. .You're welcome to call us or come by for more information on specific programs that might be like yours or for programs that are doing particularly innovative things in student leadership. In addition, you may want to speak directly with the students and administrators at some of the programs sited in this book. The following is a list of the programs cited in this book, along with their essential contact information. If you can't get the additional information you need from us, feel free to contact your fellow grantees and program directors at the following addresses:

North Park College
Ruth WerstLer
3225 West Foster
Chicago, IL 60625
312-583-2700 ext. 4048

Merritt College
Ed Udell
12500 Campus Drive
Oakland, CA 94619
510-436-2479

Brevard Community College
Beatrice Gillespie
1519 Clearlake Road
Cocoa, FL 32922
407-254-0305 ext. 3150

Coffeyville Community College
Paul Porter
11th and Willow
Coffeyville, KS 67337

University of Minnesota YMCA - Minneapolis
Krista Matulionis and Sara Regan
1901 University Avenue
Minneapolis, MN 55414
612-625-3800

Chatham College
Jennifer Germany
Woodland Road
Pittsburgh, PA 15232
412-365-1523

Cornell University
Aleeza Strubel
623 University Avenue
Ithaca, NY 14850

Dillard University
Valerie Bayon and Henry Lacey
2601 Gentilly Blvd.
New Orleans, LA 70122
504-286-4666

Concord College
Christina Massey
College 83
Athens, WV 24712
304-384-5317

Southwest Missouri State University
J. Wordy Buckner
901 South National Avenue
Springfield, MO 65802

Fayetteville State University
Helen Owens
FSU
Fayetteville, NC 28301
919-486-1133

Natalie Tielman
PO Box 14219
Fayetteville, NC 28301

Virginia Tech
Jane Asche
Donaldson Brown Center- CVD
Blacksburgh, VA 24061-0150
703-231-7966

Case Western Reserve University
Michael Pullin
11136 Magnolia Street
Cleveland, OH 44106

Old Dominion University
Krister Lowe
Center for Reading and Literacy
Room 167, 10 Education Building
Norfolk, VA 23529

Rutgers University
Bryan Morton and Peggy Fogarty
Student Volunteer Services
326 Penn Street
CMS Box 48-93545
Camden, NJ 08102
609-757-6477

University of Vermont
Tonya Gosselin
UVM Student Association
Burlington, VT 05405-004

Laney Higgerson
4001 North 9th Street, Apt. 905
Arlington, VA 22203
(703) 524-6517

University of Kansas
Matt Todd, Ron Mallon, Rose Uy, Dee Bolton
154 Strong
Lawrence, KS 66045-2100
913-864-3661

University of Massachusetts at Boston
Carol Chandler
221 Harvard Street, Apt. #27
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617-436-2848

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Appendix B:
History of SCALE

In the beginning . . .

In November of 1989, Lisa Madry and Clay Thorp, two students at the University of North Carolina at Chapel Hill, conducted a survey of other colleges and universities to share problems and solutions in campus literacy programming. Lisa and Clay had been working on their own campus with Project Literacy, a student-led literacy program for university workers and others. They were curious as to how other campuses had solved problems they faced. Out of the survey responses grew a network, the Student Coalition for Action in Literacy Education (SCALE).

In the Spring of 1990, Clay and Lisa went to numerous conferences on literacy and community service, in order to speak with students, faculty, new readers, and others about programs and ideas for involving college students in literacy. The response was overwhelming and the message was clear, campuses needed a fully functional, national network to support student efforts in literacy.

Thus, Lisa and Clay, as students, set about fundraising, organizing a national Board of Directors, speaking to other young people who had started national organizations, and establishing a structure within the University of North Carolina to house SCALE. Upon graduation in May of 1990, Clay and Lisa stayed on staff with SCALE to develop and build SCALE's programs and organization.

What is SCALE's mission?

At the first SCALE Board meeting in June of 1990, Clay and Lisa, along with SCALE's founding Board members drafted SCALE's mission. It was later ratified at the next Board meeting in October of 1990. Here's what it says:

SCALE is a national network of colleges and universities committed to:

- *mobilizing student involvement in literacy*
- *building on the idealism and enthusiasm of college students*
- *increasing literacy as a tool for the transformation of individuals and society, as a vehicle for social justice*
- *entitling the development of literacy skills in the languages of the learner's choice*
- *developing leadership opportunities for both college students and new readers*
- *creating a mutual learning process with new readers and others involved in literacy*
- *promoting partnerships between campuses and communities*
- *linking the college student movement with national organizations committed to literacy*

SCALE will meet these objectives through quality programs sensitive to the needs of its constituencies.

What has SCALE become?

SCALE's Corps Programs

Over the past two years, SCALE has developed into a viable national organization of students, faculty, and administrators committed to increased literacy. The SCALE network corresponds with over 1,500 contacts on over 600 campuses. We provide ongoing services such as:

- ***Foresight!***, SCALE's newsletter, published bi-monthly, provides information about SCALE's programs, profiles of campus literacy programs, and guest columns on specific issues in literacy.

- **Publications**, such as "Learning Together: A Resource Book on Participatory Literacy Education" and "Options in Literacy" are available for a small fee.

- **Phone Consultation** to help campuses work through daily problems in campus organizing. These consultations are free of charge, and SCALE staff are generally available Monday through Friday.

- **Site Visits** are available upon request. The usual charges are travel expenses plus $200 per day honorarium (the rate is negotiable). In these site visits, SCALE helps campuses set and achieve goals, develop student leadership structures, design volunteer training, etc.

SCALE's Outreach Programs

In addition, SCALE has developed three outreach programs which help to spark new and enhanced literacy involvement by students on campuses. They are:

- The **Peer Consulting Network** recruits and trains students that are involved extensively in literacy to serve as regional organizers. These students serve as a national leadership corps for SCALE and help to keep SCALE more in touch with regional campus needs. Peer Consultants are recruited each year by the SCALE office. Those interested in being Peer Consultants or in connecting with Peer Consultants in your region should contact us.

- The **Southeastern Seed Grant Program** provides start-up funding to spark innovative literacy programs in North Carolina, South Carolina, Alabama, Georgia, and Mississippi - especially among Historically Black Colleges and Universities. In addition to financial support of up to $1,500, SCALE provides training and technical support for campuses building programs that are student-led, promote partnerships with community organizations, and involve diverse groups of people in the planning and implementation of programs.

- ***Literacy Impact*** is a national campaign to promote college student involvement in literacy. Focusing broadly on capacity-building for emerging and existing campus literacy programs, the campaign will

consist of ideas for program development, public education and fundraising. SCALE will provide campuses with materials, advice, and technical assistance to help them develop their campaigns.

Also, SCALE provides **internships** for students during summers and **volunteer opportunities** for those who would like to be involved in on-going national organizing in literacy during the year. Finally, we like to help foster creativity. So, if you have any great ideas you'd like to try out, and you need some support, please don't hesitate to get in touch with us!

How do I contact SCALE?

SCALE is based at the School of Education at the University of North Carolina at Chapel Hill. Our contact information is:

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